Interprofessional Coaches: Facilitating Transformational Learning

Jennifer Titzer Evans, DNP, RN
Mary Rock, JD, MSN, RN
Jody Delp MEd, RRT, CPFT
Interprofessional Education within the clinical setting

- Increases comfort level among students of different professions
- Opens lines of communication between healthcare professionals
- Reinforces collaboration
- Encourages knowledge sharing across disciplines
- Engages students in a mutual patient centered goal
- Improves patient outcomes and enhances the work environment
IPE Clinical Teams

• Coaches:
  – Nursing
  – Respiratory therapy
  – Social work
  – Occupational therapy

• Students:
  – Undergraduate and Graduate nursing
  – Graduate Social Work
  – Nutrition
  – Respiratory Therapy
  – Occupational Therapy and Occupational Therapy Assisting
Coach Orientation

• Coaches were deliberately prepared with a “workshop” to identify key interaction that encourage desired student behaviors.
  – TeamSTEPPS was introduced as the theoretical framework
  – Discussed how the coaching role in the IPE clinical setting differed from being a clinical faculty with one healthcare profession focus
  – Coaches were involved in a simulation depicting patient interactions they will encounter in the primary care clinics.
Student Orientation

• TeamSTEPPS was introduced
• Participated in team activities with their group
• Simulated patient interaction similar to what they will experience in the clinical setting.
  – Helped them see how they would decided on assigning roles
  – Familiarized them with the surveys and information they would be gathering from the patient
  – Introduced them to the concept of an interprofessional plan of care
IPE Team: A day in primary care

- Students identified patients
  - Specific diagnosis helped in identifying patients
- Students broke into sub-teams and started to gather patient data using the electronic health record
- Briefing
  - Students reported back to the team and faculty
    - Patient’s chief complaint
    - Health history
    - Concerns
    - Anticipated needs
  - Students decided who would go into the patient room for the visit
# Huddle Worksheet

- Coaches use this to get students started with their day
- Students started to get into a “routine” and work more independently
- Good tool to orient new coaches to the role and improves their comfort level

## Setup
- Meet in designated room
- All team present at designated time

## Team Check In
- Any students who have to alter schedule (leave early)

## Team Dynamics
- What do we need to work on today to improve collaboration

## Prep - Huddle
- Patient list available (printed or electronically)
- All students aware of schedule
- Any specific patient issues or concerns identified (patients that should not be included, previously seen patients, etc.)

## Plan for Day
- Select which patients are to be seen
- Make a schedule and disseminate to the team
- Identify team members who will see each patient
- Develop work plan for the day:
  - Today’s patients
  - Patient follow-ups (phone calls, home visits, clinic visits, telehealth)
  - Review next scheduled day’s schedule and call patients

## Debriefing
- Care plans for today’s patient completed
  - Discuss the priorities/goals related to today’s patient visits
- Care plans for call backs updated
  - Discuss the priorities/goals related to today’s follow-ups
- Next scheduled day
  - Current patient load
  - Any repeat patients or specific concerns for the next scheduled day

## Team Dynamics
- What worked well
- What could we do better
IPE Team: A day in primary care

- Students interviewed the patient and completed health history and demographic surveys
- Students then used an SBAR template to report back to the team and faculty
  - The team developed an interprofessional plan of care
# Interprofessional Plan of Care

**ID Number:**

**Team Name:**

**Overarching Goal:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Problems/Needs</th>
<th>Impact on Health/Quality of Life</th>
<th>Strengths/Resources</th>
<th>Goals</th>
<th>Interventions</th>
<th>Profession</th>
<th>Re-Evaluation Date</th>
</tr>
</thead>
</table>
Debriefing and Evaluation

• Debrief
  – Review the plans of care for the day
  – Made lists of follow-ups for the clinical day
  – Assessed team behaviors and discussed any issues that may have come up in the day.

• TPOT – TeamSTEPPS
  – Identified ways they could be more efficient or what they would do differently next clinical day.
What did coaches experience?

- **Transformational Learning was occurring** - “…..creating dynamic relationships between teachers, students, and a shared body of knowledge to promote student learning and personal growth.” (Slavich & Zimbardo, 2012, pg 569)

- Coaching promotes transformational learning
- Actively engage students to reflect on their beliefs and behaviors
- Fosters knowledge sharing and collaboration among students
- Propels students to work independently towards a common goal.
## How does coaching differ from teaching?

<table>
<thead>
<tr>
<th>COACHING</th>
<th>TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students set goals</td>
<td>Provides knowledge or information</td>
</tr>
<tr>
<td>Utilizes open ended questions to direct learning</td>
<td>Asks direct questions</td>
</tr>
<tr>
<td>Enables self-discovery</td>
<td>Teacher sets agenda and goals</td>
</tr>
<tr>
<td>Collaborative inquiry</td>
<td>Provides answers</td>
</tr>
<tr>
<td>Transformational learning</td>
<td>Structured content delivery</td>
</tr>
<tr>
<td>Focuses on changing perspectives, attitude and beliefs</td>
<td>Measurable objectives</td>
</tr>
<tr>
<td>Empowers students to be change agents</td>
<td>Evaluation based on knowledge gained by student</td>
</tr>
<tr>
<td>Emphasizes relationships</td>
<td></td>
</tr>
</tbody>
</table>
Coaching Behaviors

• Set the tone and create a safe environment
• Lay the groundwork
  – What are the goals?
    • Break this into tasks initially
    • Let students decide who is best to complete tasks
    • Set a time to assess and provide feedback
• Encourages students to rely on team
  – “Who else on your team would be a good resource to help answer this question?”
Coaching Behaviors

• Challenges students’ current beliefs
  – Ask questions that make students explore other options or ideas they may not have initially considered

• Assesses student interactions
  – Intervene or redirect as needed

• Ask students to assess their teams interactions and progress towards meeting shared goals
Implications

Coaches
- Facilitating IPE in the clinical setting requires deliberate and purposeful preparation.
- The IPE coaching role differs from the traditional classroom “teacher” role.
- Coaches are there as guides, students are in the driver seat and need to actively engage.
- Redirecting and pushing students outside of their comfort zones is critical for transformational learning.

Students
- Students express an appreciation of the importance of IPE and how it can positively impact patient care and outcomes.
- Students report a better understanding of other healthcare provider roles.
- Students state they are more comfortable communicating and collaborating with other healthcare professionals.
Resources


